

Poll Results: Students Speak Out

By John Rebrovick

"Read this carefully because I thought out every question and I feel it speaks for the majority of the students."

"Try looking at what the students have to say. Show this and the results to Mr. Carter and bring about changes! Listen!"

These statements from the opinion poll recently distributed to MBA students indicate the seriousness and attention with which the student body approached this poll. In the 148 polls received, it is apparent that the students are generally optimistic about MBA, and, for the most part, offered their opinions, both positive and negative, with conviction and sincerity.

Thus, this poll can be used to devise a basic idea of the predominant thoughts and feelings of the student body. This poll is not

intended to upset anyone, nor is it intended to cause trouble for either the students or faculty. The results, moreover, are published in an attempt at fairness and respect for all facets of opinion.

Many comments have been condensed in such a way that their intended meaning and feeling should still be obvious; the grade of the student from which each comment comes follows the comment. Many comments are included because their opinions are pervasive, some because they seem well thought out, and some are included merely for their novelty.

Question 1: "Grade?"

In an interesting contradiction to the recent assertions that apathy permeates MBA, 44% of the high school responded to this

year's poll. The freshman class had the fewest responses (28% of the class), whereas the sophomores (48%), juniors (49%), and seniors (49%) were all similarly responsive.

Question 2: Are you deeply religious/moderately religious/agnostic/or atheistic?

The overwhelming majority (80%) of those students responding were at least moderately religious, perhaps indicating that religion is still a vital part of the typical MBA student's life. Only 2% of the students claimed to be atheists; however, a strong minority claim to have agnostic beliefs. There was at least one deist and one free-thinker. Comments:

"I have been deeply religious but one day I noticed I didn't know who or what I was worshipping, or" (12)

"Deeply religious. I believe in the Devil." (12)

"Deeply religious. If you think God doesn't exist, tell him that on the last day." (11)

"Agnostic. I go to church only because I'm forced to; therefore, my interest diminishes significantly." (11)

"Deeply religious. It's a need created by the tremendous pressures of MBA." (11)

"Deeply religious. Man's greatest possession is his soul!" (10)

"Agnostic. I believe that God is the spiritual union of man and society." (10)

"Agnostic. The concept of an all merciful, all powerful God or any supreme being is impossible for me to fathom. In this sense I'm atheistic, but still looking for my head." (11)

Question 3: Should marijuana be

legalized?

This question provoked a great amount of mixed emotions over an issue involving a large segment of American youth. Many people would check one answer, yet then they would say "but, then again, I'm not sure" However, by reading all the polls, one can easily ascertain that the overwhelming majority of the students favor decriminalization, if not legalization, of the possession and use of marijuana. Many students on both sides of the issue felt that the laws controlling sale of large amounts should remain intact until the quality of marijuana is regulated by the government. There were very few students who gave an unconditional "yes" or "no." Comments:

"No. Alcohol and tobacco

(Continued on Page 4)

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Thompson Discusses Watergate

"I believe the tapes reveal something special about Nixon, his inner-self or thought process. He thought he was powerful enough to ignore Watergate. . . . Thank God he couldn't."

Fred Thompson, counsel to Senator Howard Baker, Vice-Chairman of the Senate Watergate Committee expressed his thoughts on the scandal during assembly December 9.

Thompson believes that the people demanded too much from

their President. As a result, Nixon was given tremendous power to solve the nation's problems, and the man became too powerful for the office.

Mr. Thompson gave the MBA students an insight into the legal battlegrounds over the Constitution. In one such case, Nixon's lawyers claimed that the Watergate tapes could not be used as evidence under the Fifth Amendment. Thompson explained that Nixon agreed to the recording of his conversations; therefore, his privacy was not unjustly invaded. Thompson also commented on

the aftermath of the Watergate trial. He believes the pardon of Richard Nixon by President Ford was necessary to return things to normal. He pointed out that it would be impossible to set a fair trial for Nixon in Washington, D.C. He also pointed out that Nixon was seriously ill, and a trial would further endanger his health.

On the subject of why he thought many reporters attacked President Ford on the pardon, even though most of the Watergate story had been revealed, Thompson said, "A trial would greatly add to the news."

13 Merit Finalist Named

The National Merit Scholarship Corporation has announced that thirteen MBA seniors have been named Finalists in the 1975 scholarship competition.

The Finalists, who represent a group of less than one-half of one percent of the nation's graduating seniors, remain in competition for the 3,500 Merit Scholarships awarded between March and May.

Those seniors named Finalists are: Madison Bell, Dave Cantrell, Glen Civitts, Morgan Crawford, Joe Davis, Keith Davis, Carl Flygt, George Hicks, Ed Knish, Greg Nelson, Todd Scantlebury, Bob Tosh, and Mitch Walker.

MBA-HH Sponsor Seminars

MBA and Harpeth Hall are co-sponsoring seminars on modern educational theory and the legalization of marijuana.

The seminars, which meet at MBA bi-weekly on Wednesdays and are open to all juniors and seniors, have been brought into operation by Phil Ownbey, vice-president of the Student Council.

When asked what a seminar is and what it tries to accomplish, Ownbey said "A seminar is a discussion group with the purpose of furthering our knowledge of one specific field and of broadening

the perspective of the people participating."

Ownbey was then asked if he thinks the seminars have been a success. He said, "Yes and no. They have gotten girls to MBA and people have learned things, but they have not reached their full potential."

So far, Dr. John Wiles of the Peabody Education Department with a Ph.D. in Curriculum Theory has spoken at one of the seminars. A representative from NORML was scheduled to speak at the other seminar, but was not able to come.

Drake Expresses Views

By Ben May

In order to promote student-faculty relations, the BELL RINGER recently interviewed Mr. Michael Drake, one of MBA's most knowledgeable teachers.

Mr. Drake, after graduating from Westminster High School in Atlanta, received his B.A. degree from the University of Virginia and his Master's from Peabody College. He has been teaching at MBA for six years.

BR: Why did you start teaching?

Drake: It's the only thing I ever really wanted to do. Both my parents were teachers, and I have grown up in a family of teachers. Yet, I didn't intend to start as soon as I did; I wanted to get a Master's degree before I started, but the choice was either start teaching immediately or go into the army. Given that choice, I started teaching immediately. Teaching, though, has really been

(Continued on Page 2)



Drake Receives Divine Guidance

Shakespeare Illustrated

Seniors Exhibit Hamlet Posters

Mrs. Lowry was recently heard saying in the A-V Room: "Heavens! who says MBA students aren't creative!" She was referring to the senior Hamlet posters, an effort proving every year that MBA students are indeed creative.

This year's crop of Hamlet posters included many fine technical executions. Ward Rogers' poster, "What if it tempt you toward the flood, my lord?" contained cliff imagery sketched appropriately with chalk on a seductive black velvet background. "Hamlet: A Surgeon" by John Bond used as its centerpiece a double-exposure photo containing a scalpel poised above two joined heads.

Certain motifs are recurrent in this year's batch; the balance theme, the mirror theme, and the dualism theme occurred in many posters. An unusual recurring theme was the roulette wheel, illustrated in Glen Civitts' "Shakespeare Plays Roulette" (concerning the roles of fate), Jim Chandler's "Hamlet's Shadow of Truth" (in which the earth is the wheel), Bob Parrish's "Glares of Chance and Fortune" (including an actually revolving wheel and card imagery), and Ben Armistead's "The Wheel of Corruption" (a quasi-roulette wheel with the image of Claudius, which symbol-



Mrs. Lowry Performs Hamlet

ically falls off the poster after it spins).

Some unusual thematic concerns appeared in the exhibit of posters. Bill Delvaux's "Shakespeare Makes the Touchdown" spoke of the plot as a series of football plays (drop back, quick draw, power sweep, and power trap for TD) that, as Mrs. Lowry would say, gets "good yardage."

Finally, some posters ranged toward the perplexing, audacious,

or simply outlandish. In the final grouping, the poster that most "out-outlandishly outlandish" (to coin a phrase) was the production of Russ Heldman, who used basketball as a motif—Wilt Chamberlain as Polonius, Jerry West as the Gravedigger, Pete Maravich as Laertes, to name a few. The title: "Breaking the Press of the Elsinore Court." If one "takes the ball," so to speak, one may ask, "What is Hamlet's rebound record at the free-throw line?" or, "Who fouled out in the third quarter?" Hamlet posters can certainly raise some serious questions.

Early Decision

The following seniors have submitted their applications for early decisions and have been accepted at the following universities:

Vanderbilt:

Carl Flygt
Dave Cantrell
Hayne Hamilton
Greg Nelson
John Shaffner
Bruce Stearns

Rice:

Ed Knish
Virginia:

Bob Peerman

Dartmouth:

Todd Scantlebury

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CONTRIBUTORS

Ben May, Ken Witt, Jerry Patterson, Steve Parman, Wayne Hucaby, Russ Heldman, Joe Davis, Randy Lea, Brian Friedman.

Mensa Solves A Dilemma

The problem of intellectual neglect can be seen as a widespread dilemma. One sees the intelligent businessman wanting mental challenge, but lacking opportunity in a highly pressured environment; one sees the intelligent blue-collar worker, who suffers from mental atrophy in what may be a job dependent on reflex; one sees the intelligent student, concerned with intellectual fellowship when his peers are concerned only with exams and papers, classes and grades. These situations are aspects of a serious problem besetting the much derided and ignored class of intellectuals in the global society.

For nearly thirty years, there

has been an answer to this dilemma through an international organization known as Mensa. Mensa is a non-profit organization headquartered in Great Britain, containing 20,000 members in twenty-six countries, 10,000 in the United States alone. The function of Mensa (which is, incidentally, the Latin noun for *table*) is to provide a setting for mental stimulus and mutual enjoyment among people of high intelligence, of all ages and of all types. Mensa conducts research in psychology and the social sciences, especially in the fields of intelligence testing and of gifted children. Also within Mensa are a vast variety of special interest groups—"including," according to Mensa propaganda, "bridge, gourmet dining, philosophy, nude sunbathing, and Japanese rock gardening."

Mensa has very stringent requirements for membership; the organization will only accept those with I.Q.'s higher than 148

on the Cattell scale. Those wishing to enter must have been tested by a psychologist, through Mensa's own supervised test, or through previous testing (such as the SAT). If one takes a preliminary test alone and is recommended after grading by the national committee to continue testing, one may proceed with any of the three necessary steps stated above. (Scores on the SAT of 1300 combined or higher usually qualify.) After paying the rather high dues (for which there are student discounts), one becomes a member in good standing.

For more information on Mensa and its activities, contact Andrew Dyer, the local group chairman in Nashville, or write to American Mensa Limited, 50 East 42nd St., New York, New York 10017. The person interested in joining may find in Mensa a solution to his dilemma, and may "become" through participating.

Tull, Yes Score LP Successes

Jethro Tull made a welcome return to the LP scene this winter with **WAR CHILD**. The writing talent of Ian Anderson is evident in ten songs rich in meaning and thought; the group blends in superbly with the vocalist Anderson to produce the Tull sound at its best.

Although their current hit, "Bungle in the Jungle," may seem superficial and typical of most AM rock of the day, it nevertheless becomes a satire on the animalistic and atavistic potentials of man. Anderson continues at his

sarcastic best as he points out the selfish and warlike aggressiveness of man in today's society in "War Child." Other fine cuts include "Two Fingers" which describes Anderson's idea of the Last Judgment, and "Sea Lion," which presents man as a sea lion in a circus world.

Yes mixes new tunes with a new face in their album, **Re-Layer**. Patrick Moraz of Charisma Records has taken Rick Wakeman's place at the keyboards and does exceptionally well in his debut with the group. Moraz blends in

beautifully with the rest of the group in "The Gates of Delerium," twenty-two minutes of Side One which should rank with Yes' top works of the past. The strings of Steve Howe combined with the voice of Ian Anderson produce a sweet ending to Side One in "Soon the Light." Side Two consists of two nine minute songs ("Sound Chaser" and "To Be Over") which wrap up the album that "relays" much of the same mystical religious belief that Anderson has expressed in **Tales From Topographic Oceans**.—R.H.

Classics 'Have Something'

By Joe Davis

In the present state of teen-age culture, it is becoming more and more out of style not to have at least some knowledge and understanding of classical music. Yes and E.L.P. have made some pieces of classical music popular. It is easy to draw the statement, "If Keith Emerson likes it, it must have something!" from one's admiration of the above-mentioned groups.

The next question to consider is: What does this music have? One must have an understanding of what music really is to answer this question. At its best, music

is meant to communicate an expression of the spirit. Classical music contains many intellectually and spiritually expressive examples of communication in its widely diversified domain. The creativity, intelligence, inspiration, and diligence required to write and play classical music well are evidence of its importance as a representation and expression of man's ability to achieve greatness.

Classical music is a great field of opportunities for admiring and enjoying the greatness of man's spirit and God-given talents. In his introduction to *Angel Records "The Complete Brandenburg Concerto"* by J. S. Bach, William Mann comments:

All his music was offered by Bach as repayment to God for the musical gifts that Bach felt he had been loaned (he was the

humblest of men where his own genius was concerned), whether the subject of a particular work was religious belief or praise for an earthly master or simply abstract music for purposes of instruction or entertainment.

All really good classical music is the product of a great man's inspiration and hard labor. Man's labor in itself is a good and valuable thing, but when the excellent purpose of the great composers and musicians adds direction to the labor, the music represents some of man's greatest endeavors at reaching for a higher, more spiritual existence.

Themus Scriptus: A Chronic Malaise

By Randy Lea

Many MBA students have been infected with a highly contagious disease. Symptoms are insomnia, mental stress, irritability, rapid movement, and writer's cramp. It is a recurring illness expected to return several times per school year. Diagnosticians have termed the disease **Themus Scriptus**, or, in layman's terms, the dreaded task of theme writing.

Although this chronic illness is feared by all, a certain amount of pride is taken in the severity of the system. Example: Student A: "I'll bet I stayed up later than you did." Student B: "I'll bet you didn't. I haven't slept since Saturday!" And so the competition goes. Rumor has it that the **Guinness Book of World Records** is holding a contest to see who can stay awake through the most consecutive theme dates.

Many techniques of procrastination are used. One common method, the Lea System, is to write the pencil copy the night (or into the morning) before the theme is due. An alarm goes off at 5:00 a.m. the next morning; the poor victim arises and hustles on his final ink copy. Regardless of how carefully the timing is planned, the copy is not finished before the start of school...or the end of study hall...or by the end of English class. The result of the painfully prolonged problem is usually points lost. The last student to use this method reportedly received a negative 12 for his theme grade.

Drake Discusses Views On MBA

(Continued from Page 1)

my only objective in life as far as employment goes.

BR: Why did you choose MBA?

Drake: It's the same kind of school that I've always been associated with both in high school and college. It produces first rate students and offers an intellectual challenge to deal with them. I need intellectual challenge to be an effective worker in anything.

BR: What characteristics in a student do you admire?

Drake: I think an open mind on everything is important. Not necessarily a student that's passive or docile, but someone who's open to all points of view; the teacher's, the administrator's, and his own. This type of quality in a student makes him enquiring, demanding,

and selective in dealing with facts in general, particularly in the historical discipline. Somebody and yet at the same time be willing to stand up for his own ideas is important. This quality of open-mindedness is ideal for the student both intellectually and socially.

BR: What do you feel is MBA's greatest strength?

Drake: Her student body. Teachers don't necessarily make MBA a great school, although I feel we do have a first-rate faculty. First-rate students make MBA a first-rate school. We have students who are committed to academic, athletic, and social achievement. Consequently, I feel their performance in life after MBA bears this fact out. Plus, I think

it takes a unique "beast" to be a headmaster, and MBA has one of the best in Mr. Carter.

BR: What do you feel is MBA's greatest weakness?

Drake: Probably the greatest weakness would be an academic inflexibility. This works from two points of view. I don't think that we encourage imagination, and I don't feel that we offer the student a wide enough range of course opportunities and social opportunities. Yet, with a school as demanding as MBA is, I often wonder if it is realistically possible to interest the student in a wide variety of things when they have such a heavy load in four courses.

BR: What type of college environment should the MBA student seek?

Drake: I think that depends on the student. But it definitely should be a selective school along the lines of an Ivy League, good southern or midwestern school. Each student should decide whether he likes the MBA environment enough to stay in a small school or if he wants to go to a large university. There is also the consideration of rural or urban schools. I don't think you can say the MBA student, in general, should go one place or another. The MBA student should strive to go to the most academically strong school he can get into because more than likely he would be bored at an easy college.

BR: Do you have any long-range plans for your life?

Drake: I'd like to get my Ph.D., but I don't know that after I got it I would quit high school teaching. I feel that I am a better student than I am a teacher, and I'd love the opportunity to go back to school full time. After that, I'm content to stay in the academic community for the rest of my life. In my six years here, I've never been discouraged, and I think I did the right thing in coming.

Chorus Doubles Size, Performs Capably

This year's chorus is one of the biggest and best singing groups ever at MBA.

The membership in the chorus has greatly increased over the last few years, from a meager 15 of a few years ago to an impressive 34 members this year. These 34 people represent the best vocalists out of a group of over 60 boys who tried out for the chorus. They also display the enthusiasm and willingness to work that make a top-notch chorus.

Under the direction of Mr. Gerald Arthur and Mrs. Ann Bishop, the chorus has enjoyed a very successful fall season which has included concerts at Brentwood Academy, St. Bernard's, St. Cecilia Academy, as well as on the "Hill." While performing well at all concerts, the chorus had its best concert at St. Cecilia where

they were given two standing ovations. All concerts consisted of Christmas carols which ranged from classical to modern songs. The spirit of the chorus was shown at MBA when they were forced to sing their songs from memory due to the lack of music.

In the spring, the chorus looks forward to new songs, new concerts, some of which are to be out of town, and the main production of the year, the presentation of the Gilbert and Sullivan comedy musical **Trial by Jury**. The chorus will perform this musical extravaganza sometime in the late spring and will do it in cooperation with the Harpeth Hall chorus. The spring season should round out a great year for the chorus and may even include a rare, but surely needed, return visit to the "Hill."

Service Club Active

The Service Club has sponsored four community-centered projects and one fund-raising project during its busiest time of the year, the Christmas season.

Along with the traditional canned goods and clothing drives, the Service Club had two new projects. On the Friday before Christmas, the club had a party for the children at the Dede Wallace Daycare Center. Small gifts, ice cream, and cake were given to the children. Also, several members of the club, along with a few other MBA students, helped deliver Big Brother packages to needy families during the Christmas holidays.

The fund raising project for the Service is the sale of key chains. The money raised by this sale will be used for a gift to the school at the end of the year.

Belle Meade Police Discuss Duties, Adventures

By John Rebrovick

The driver of the car had admitted to speeding, so I went back to my car to write the ticket. I had just started to write it when I looked up and here was the woman passenger from the other side of the car, standing at my window.

"You're not going to give her a ticket, are you?"

"Yes Ma'am, I am."

"Well, why?"

"Ma'am, she violated a law."

"Well, I just don't know why you can't be out chasing criminals or something and leave her alone. The only reason, if she even was speeding, I don't know if she was, but you claim she was, she was trying to get me home so she could get to work. And I just can't see why you have to give her a ticket."

I explained the ticket to the driver, who was acting as nice as could be, with this old lady standing beside me, yapping 90 m.p.h. "What's this gonna cost her?"

"I don't know Ma'am, the court takes care of that."

"Well you're some policeman. You write the tickets but you don't even know what they cost."

"Ma'am, I just write the tickets."

"Well I think you're a helluva police officer."

And she got in the car and slammed the door. Such is the plight of the Belle Meade Cop.

...

The Belle Meade Police Department (BMPD) is infamous for its strict enforcement of traffic laws; however, the department is generally misunderstood, for it is not a "ticket hungry" force, as some envision it. Actually the Belle Meade Police give relatively few tickets, and then only when necessary.

"To a certain extent, it's called visual enforcement. Like that stop sign, the main thing is to get people not to run the stop sign, and the main reason for that is that it can cause an accident."

Officer John Murphy speaks from a radar-equipped squad car, in the darkness of a driveway at the corner of Chickering and Belle Meade Blvd.

"Just pick out the worst ones is all you can do, or I'd chase every car."

Chief Williams of the BMPD wants "traffic enforcement out here," however, the emphasis is not on the ticket but on the safe and fair enforcement of the laws.

The police are not paid for each ticket they give, nor do they have a quota.

"It would lead to bad tickets. The only thing I write is good tickets, because it's nothing to me one way or another."

The officers are generally tolerant of mild violations; but they do not hesitate to at least stop, if not ticket, a dangerous flagrant offender. This particular night, Officer Murphy had given three

tickets and had one car outrun him:

"I chased him clear out to the Sunflower Store. He ran off the road, ran up and slid broadside through some people's yards, almost hit a tree, got out onto Highway 100; and I lost him. But the thing is, maybe I won't get him, but someday driving like that'll catch up with him. He'll get wrapped around a tree somewhere."

...

Do you carry a gun?

"Carry what?"

"A gun."

"Hm?"

"A gun."

"M-hm. I believe there's only one way to play this game, and that's for real. Some people don't take police work seriously enough."

"You ever used the gun?"

"Not here."

Despite the fact that the BMPD has occasion to use a gun, it is not merely a traffic enforcement force.

"If you were going to commit a home burglary, or go into a home to commit an armed robbery, where would you go? In your average Belle Meade home, I'll bet there's at least \$200, maybe \$1,000, but at least \$200 in the house. Go to my house, we could maybe scrounge up \$50 between

us—if we were lucky.

"There are no steel doors, no prison walls around Belle Meade that makes it any more safe for a policeman. There's nothing that says the biggest hoodlum can't drive down Harding Road to Belle Meade."

The more dramatic possibility is that of a Belle Meade Country Club robbery. If a gang of criminals devised a way to lock the doors at a party, "and got everyone to lay out every bit of money, just money, there could be hundreds of thousands of dollars there."

"But there aren't really a lot of burglaries, and I think it's because of our 24-hour patrol."

...

"There's nobody that's ever been in police work for the money, that's for sure."

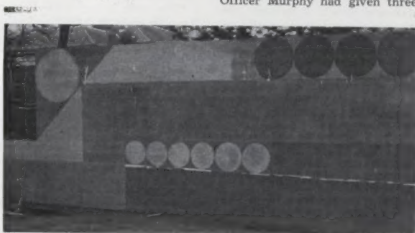
The BMPD is perhaps one of the most poorly paid departments to be found. The average Belle Meade policeman is paid about \$600 a month as compared to the Brentwood police at about \$800 a month. They receive no pay for court, for which Metro is paid time-and-a-half. Some of the police are experienced, some are not; the requirements are a high

school education and a minimum age of 21. It is evident that the men are not in it for the money.

"No policeman thinks he's being paid enough, and I'm not griping because there's nothing stopping me from quitting. But I've got three kids at home and I'm trying to put them through school. I want enough money just to be able to live, and on this wage I can't do it. I work from 26 to 32 hours a week on a second job. I know I can work as a welder for from \$5 to \$7 an hour, but I just don't like it. I mean, this is the kind of work I love, right here, police work."

...

As officer Murphy stated, clocking a car doing 40 m.p.h. on Lynwood: "A lot of people get a break and don't even know it."



Art Enhances Environment

To enliven the school and to utilize more space with art, the art students have painted the tennis backboard, the upstairs walls of the Science Building, and the walls near the steps of Wallace Hall. The painting is geometrically designed and executed in bright colors.

Charles A. Daugherty
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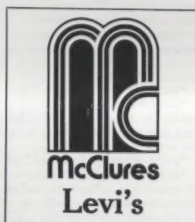
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Suits by
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LONDON, ENGLAND
lord jeff
SWEATERS & SLACKS

MORE STUDENT OPINION DISCLOSED

(Continued from Page 1)

cause much damage to the physical and mental health of Americans. It would be a great mistake to legalize marijuana, another such commodity." (11)

"No. If it were legalized, cigarette companies would monopolize its growth and the quality of the weed would decrease." (11)

"Yes. It would be cheaper." (11)

"Yes, but with very rigid restrictions such as driving under the influence of marijuana." (11)

"Yes. I don't see anything wrong with it—at least it's safer than alcohol." (10)

"No. The crime should be reduced to a misdemeanor (similar to a traffic ticket)." (12)

"No. The smell stinks. The pollution would be incredible. Everybody would be out of it (reality)." (11)

"This requires data of which I am not entirely cognizant." (10)

"No. Bible's warning against drunkenness (applies to all forms of it)." (11)

"Yes. Why not? If the people want to blow their DNA, let the stupid fools." (10)

* * *



Question 4: "In what ways would you improve MBA?"

The response to this question was so varied and voluminous as to defy evaluation. However, the responses were similar to those of 1970. It is significant that some of the suggestions published then have since been realized: i.e., computer course, reduction of restrictions on hair and dress, more courses (to quote: "psychology, sociology, philosophy, music appreciation, economics, and advanced basket-weaving"), reform of the demerit system, wrestling as a major sport, and provision of a college counselor. Comments: "It's too perfect to improve (this statement is satirical)." (11)

"Some of the faculty are a little 'big-headed' about MBA and look down on other schools." (10)

"It is actually a good school in many ways but . . . the competitive atmosphere tends to thwart the ambition of others. Creativity lacks at this school when it is the very thing which should be bred . . . concentration seems to be on the grade rather than the learning experience. Reform . . . can be done in the way to retain its high academic standards. MBA seems to neglect the very students who need the most help. There is a great lack in some cases of personal involvement and communication between the student and the teacher. There does seem to be a great deal of ignorance due to isolation—the student is forced to concentrate on grades and sports and running a race to get ahead of everyone else. This isolation leads to a distorted image of oneself." (12)

"Give martinis before each foreign language class; it helps your fluency." (10)

"Encourage integration between both sexes and races." (12)

"Bring it out of the Dark Ages." (12)

"Teach people to get along—care about others." (12)

"Allow the student more freedom. One can't do anything without a note (Commandment I: Thou shall not without a note)." (12)

"Improve the 'last generation' atmosphere." (10)

"MBA is now in the best shape it could be in." (10)

" . . . try to motivate different people who don't conform." (12)

" . . . by allowing optional study halls (anyone who is not mature enough to do his work satisfactorily without being forced to study should not be at MBA)." (12)

" . . . if responsibility is given at a younger age (lower school), perhaps the students in the upper school would be more mature and responsible." (11)

"Strengthen the energy conservation policy." (?)

"Make the school day shorter . . . if one had four classes, he would be in school from 8:30 to 12:00. The library would be open for use by students. However, if

one wished to go home or make some bread for a few hours, he could. This policy would make the food better, because there would be no lunch served at school." (12)

Question 5: "What is MBA's greatest strength?"

"Academics" easily dominated (58%) the answers to this question, followed far behind (in this order) by: faculty, honor, students, sports, and discipline. Comments:

"The fantastic learning ability of each student and the very capable faculty; The Patrick Wilson Library is also a great part of MBA." (12)

"The love that existed between members of the football team." (12)

"I really dig the honor code because I don't want my stuff ripped off." (11)

"Its name and its ideal of making boys into gentlemen." (11)

"The maturity of the students (i.e. no stabbings, fights, etc.)." (10)

"Showing people they can memorize." (10)

"You learn a whole lot." (9)

"Its potential to become greater." (12)

"Preparation, if you're prepared for the preparation." (11)

Question 6: "What is MBA's greatest weakness?"

Answers dealing with the rigid discipline, conservatism, pretentiousness, and stress on grades comprised about two thirds of the response. Also mentioned were the lack of girls, stress on sports, apathy, the hair code, study halls, and cynicism. Comments:

"Anachronism." (9)

"Too much tradition. Nobody

will listen to this poll and change our system." (10)

"Immaturity of the student body." (11)

"The need for conformity; i.e. the stifling of individuality of the students." (12)

"A lack of communication within the school and with the outside world. Last year's garage sale was a step in the right direction." (9)

"Jockism." (10)

" . . . by the time you get to college, you're all 'thought out.'" (10)

"Certain incompetent teachers." (11)

"An absence of efficient democratic checks and balance." (11)

" . . . the heartless, preppy kids who delight in degrading their brothers on the Hill for no apparent reason, and make a sport out of making lives miserable." (11)

Question 7: "Does MBA's all male atmosphere add to or detract from the educational experience?"

Since this question is somewhat vague, it allowed the students to interpret "educational experience" as they felt it should be. Consequently, most students expressed the feeling that education should consist not merely of academics, but also of the conditions of life in society. Significantly, the senior class was the only one in which the majority felt the all male atmosphere added to the educational experience, perhaps because it has less than a year to go. Comments:

"If there were girls, everyone would be looking at them instead of studying—not that I wouldn't like it though." (9)

"Most girls are dumb." (11)

" . . . it would give me motivation to do better, and I also feel that it would bring in a better sense of unity." (9)

"Adds. No embarrassment." (9)

"It is said that high school is to prepare a person for college and life. Neither is made up of strictly the masculine sex." (10)

"It's an unnatural state of affairs." (10)

"Some people crack under the strain." (11)

"Allows childish attitude of students, but does allow a little more freedom." (11)

"Adds. Who'd stare at a boy during class?" (11)

"I think girls are very much a part of experience." (12)

Question 8a: "Do you feel the Student Council is effective/not effective?"

Most students expressed the belief that the Student Council is as effective as possible in acting as a liaison between the students and faculty. Many, however, felt that it was too restricted, having no real power to bring about change. Still other students felt the Student Council serves a vital function in organizing combos, special events, etc. Comments:

"Effective only if they legalize blue jeans." (9)

"In student affairs, the SC is not effective. It's best in charity." (9)

"The SC can and does suggest

changes, but it is both impractical and unrealistic for the student body, which has neither the experience nor maturity required to make major decision . . . with the best long-range results for the students." (11)

"It has lost its radicality, its sense of activism." (12)

gave unfavorable opinions of the code, the Junior class being the most liberal with 68% unfavorable, and the seniors the most conservative with only 50% unfavorable. About 13% offered no opinion. Comments:

"The administration overrules suggestions made to make student

life more pleasant." (10)

"A school, though private, has no right to enforce a hair and dress code. . . . Alumni funds continue to come in if both were abolished." (10)

"My appearance is an extension of myself, a concrete description of me or how I feel. The Hair and Dress Code stifles my creativity." (11)

"It's just about fair. However, it is the result of the views of a biased generation." (10)

"The code is excellent. People have no right to look like freaks or hippies. If they do not want to look like gentlemen, they should be expelled." (10)

"The dress code is excellent, but hair could be longer if kept neat and clean." (10)

"A tale told by an idiot signifying nothing!" (12)

"It's all right because it keeps the school from being a zoo." (12)

Question 11: "Should athletics be compulsory?"

A definite majority answered "no" to this question; moreover, most of those who answered "yes" felt that there should be at least one season off per year for everyone. Comments:

"No. I haven't needed a babysitter since I was 10!" (10)

"Yes. It is really necessary to keep in a certain degree of physical fitness." (11)

"No. I don't like being a jock under force." (10)

"No. Those who are capable of competing on the varsity level are going to compete anyway. Thus, optional athletics would not take away from MBA's great athletic tradition." (12)

"No. Athletics should be enjoyed." (11)

"Yes. To a certain extent. I believe all schools are required to have some sort of physical education program, but requiring athletics for the whole school year isn't right." (11)

"No. Ten hours is too long to spend at school." (11)

"Yes. Without compulsory athletics, many students would atrophy into fat, lazy slobs." (11)

"Yes. Sound mind in a sound body.—Seneca." (10)

"Yes. Much of the student body would rather be physically unfit." (10)

"No. It's usually nothing but a big waste of time anyway." (9)

"No. Too much emphasis on sports—people not on teams feel inadequate." (11)

Question 8b: "Do you feel the Honor Council is effective or not effective?"

This issue was clearly divided between those who feel that the Honor System is necessary and as workable as possible and those who see it as unworkable and ultimately unjust. Many people expressed the feeling that the Honor System is more strictly enforced in the Junior School; this is possibly verified by the 81% "effective" vote in the freshman class followed by a 23 percentage point drop in the sophomore class. Comments:

"After a few years, the fear wears off." (12)

"You cannot dictate morals." (12)

"There is as much cheating as there would be with no Honor Council." (11)

" . . . one of the few things that are effective. They have the power to punish us as they see fit, and because they are students, they can often understand the plight of the hapless student on the Hill." (11)

"Students are honorable already; teacher pressure forces aberrations." (11)

"Students obey a student-oriented punishment better." (10)

"Cheating is the ultimate betrayal of the educational system. The HC, acting as a deterrent as

it should, is doing its job." (9)

"The pledge is too automatic—the people who are going to cheat will cheat anyway—those who will not are not deterred by the HC—it affects only those on the borderline." (11)

" . . . a farce. I have to have a note to do practically anything." (11)

Question 9: "How do you feel about the Hair and Dress Code?"

Unsurprisingly, this question met with much strongly negative response; however, it also surprisingly received very many responses which favored the present code, or one just a little less restrictive. Approximately 57%

Question 12: "What is your opinion of the demerit system?"

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Poll Concluded, Results Tallied

(Continued from Page 4)

Fifty-eight percent of the responding students registered a favorable opinion of the present system with 36% being unfavorable and 6% holding no opinion. A large number of students stated that in the high school the system had improved immensely, although a similar number of students stated that the system is trite and unequitable in the Junior School. Comments:

"OK. I don't mind because I'm a good boy; giggle, giggle." (9)
 "It's obsolete—there's no merit in it!" (9)

"I'm now almost happy with it as a teacher's tool rather than weapon." (11)

"It is a safety valve for teachers who can't handle the class and students who can't handle their teachers." (12)

"It's ineffective since the same people are on the list each week." (12)

"Menial tasks and purposeless rote activities in the present serve no purpose other than being a simple deterrent. 'Offenders' should be made to feel that their actions were inappropriate." (9)
 "... it offers a uniform system of justice."

"... the demerit system could be abolished with no ill effects to the school." (11)

"Good restraint on immature students, doesn't hurt mature ones." (12)

"Demerits are good but punishment is bad." (12)

Question 13: "What types of programs do you prefer or dislike in assembly?"

Fifty-three percent of the "prefer" responses favored entertainment programs; 26% favored current events speakers. A very few listed pep rallies, regular assemblies, or art programs.

On the other hand, religious assemblies (chapel, FCA, ministers) received 52% of the "dislike" vote; with "dull speakers" receiving 24% followed by pep rallies, art, sports, and regular assemblies. Comments:

"Dislike: boring speakers who

don't know when to shut up." (9)

"I'm tired of Jesuits and jocks, but I suppose the majority of MBA students dig Jesuits and jocks." (11)

"Dislike: Christians who ask you to convert before their eyes right then." (11)

"Prefer: Music, varied subjects, dancing girls. Dislike: preachers and dummies." (12)

"Dislike: long..... speeches." (10)

"Dislike: failing businessmen telling us how to fail like them." (12)

"Prefer: Pep rallies, because they are gloriously ludicrous." (10)

"Prefer: people involved in current events that will in some way affect me. Dislike: boring preachers whose message I have heard 100 times each year for 6 years." (12)

Question 14: "Should students have influence in the hiring and firing of teachers?"

This was a rather evenly divided issue; however, most of those who voted "yes" felt that students should have only limited influence, may suggesting teacher evaluations. Comments:

"Yes, a little influence because if we don't like the teacher, we should not keep him teaching. However, the final decisions are up to the faculty itself. ... Set up a system where the students have a chance to give their feelings about teachers and give them all to Mr. Carter and let him decide. Are you listening? This is a suggestion for bettering our school!" (10)

"No, absolutely not!!" (12)

"No, what a ridiculous question!" (9)

"Yes, because we're paying for our education and should pay for who we think will benefit us most."

"No, it's the headmaster's duty to get good teachers." (11)

"No, most students would not do a good job." (11)

"Yes, definitely, we're the ones

in constant contact with them." (12)

Question 15: "Describe what you think are the characteristics of a good teacher."

"Women! Young! Don't have to know the subject too good! Really short skirts!" (9)

"Nice, leisurely, funny, liberal, and above all reasonable. Most MBA teachers lack the last characteristic." (10)

"Knows good stories, varies classroom procedures, allows student influence on grading procedure." (11)

"(1) Willing to discuss and listen to student's views; (2) has no attitude of knowing everything; (3) able to maintain order without using demerits; (4) able to inspire the students!" (12)

"Strictness, fairness, ability to teach, lack of egotistical tendencies." (10)

"Doesn't teach trivia." (10)

"Interesting both on or off the subject, able to communicate with the students (gets on their level and doesn't act like God)." (11)

"Is not lazy like some are now; fair and challenging but not ridiculously hard tests." (11)

"One that works his or her tail off to make students interested." (12)

"A learner, interested foremost in his students." (12)

Question 15: "Does the school newspaper reflect student opinion?"

Again, this was an evenly divided issue; most students felt, however, that the paper is censored but expresses enough true opinion. This question received the highest rate of "no opinions": 16%.

Comments:

"Needs more humor. Too full of jock stories." (9)

"Since the administration pays for the paper, they have too much control over it." (12)

"It reflects the opinions of those who care enough to express them, so therefore it expresses all that is necessary." (10)

"Sometimes the editors get carried away." (11)

"Only a few 'bourgeoisie' write what is supposed to represent the views of all students." (12)

"It does to an extent, but most of the articles seem hesitant to express their real feelings." (11)

"Some parts reflect student opinion, but most of the paper is the same as it was 20 years ago." (11)

"Does man have wings? Need more individual opinion." (10)

"... I'm convinced that some works are censored." (10)

"It must be because Mr. Carter is always mad after he has read it." (9)

"... I hardly read about half the articles." (9)

"It should satirize the weaknesses and extol the strengths." (7)

"Many students are afraid to voice their opinions for fear of their lives. Students wish to just shut up and endure their 6 years at MBA and start living normal lives when they leave." (12)

"I don't really know what student opinion is." (12)

"I don't particularly think a paper should reflect opinion, but I do like what is in the paper." (9)

"More polls, more often!" (10)

All Figures In Percentages

Question #	Grades				Total School
	Nine	Ten	Eleven	Twelve	
2. Are you:					
deeply religious	19	17	16	21	18
moderately religious	66	66	53	53	58
agnostic	15	13	26	18	18
atheistic	0	0	5	0	2
other	0	4	0	8	4
3. Should Marijuana be legalized?					
yes	42	44	71	55	55
no	54	44	24	37	38
no opinion	4	12	5	8	7
7. Does MBA's all male atmosphere detract from or add to the educational experience?					
adds	38	33	34	50	39
detracts	54	60	53	39	51
no opinion	8	7	12	11	10
8a. Is the Student Council:					
effective	62	65	63	53	60
ineffective	31	30	29	42	34
no opinion	7	5	8	5	6
8b. Is the Honor Council:					
effective	81	58	58	71	65
ineffective	19	40	30	27	30
no opinion	0	2	12	2	5
11. Should athletics be compulsory?					
yes	42	40	21	26	32
no	58	56	74	68	64
no opinion	0	4	5	6	4
14. Should students have influence in the hiring and firing of teachers?					
yes	38	53	47	45	47
no	54	40	47	55	49
no opinion	8	7	6	0	4
15. Does the school newspaper reflect student opinion?					
yes	42	44	47	42	43
no	42	47	45	32	41
no opinion	16	9	8	26	16



Collins Calculates

Bill Collins' Computer Obsession

By Ken Witt

Bill Collins is not exactly someone who might be called a "typical MBA student." He has a decidedly atypical hobby (obsession?) which illustrates this fact: computer programming.

Bill was introduced to computer programming in the fifth grade, when he was taught how to write a computer program for averaging grades. Since that time, he estimates he has written as many as 100 programs.

One of the most notorious of these programs was a program for computing pi by using random numbers. The Vanderbilt computer spent several minutes thinking about this program when Bill attempted to run it, but did not give a solution. Bill ended up with a bill of \$200 and no results from his program. Luckily, he did not have to pay the bill, because it was on a free account. However, when he accumulated a \$200 bill from running a "football program," he had to pay half the sum.

Bill spends most of his free periods typing on the computer terminal. He is sorry that the terminal will not be in the library during the second semester because he has grown quite fond of the machine. In his words: "I like to go up

there and stroke my hands all over the keyboard and feel it and type on it, and when they take it away, I won't have that thrill any more. The only thing I will be able to do at school is homework, which is totally blah. That teletype, even though it's slow and cranky, is wonderfully archaic and almost human in its eccentricity. ..."

Bill continues: "What's interesting is to stare around the Vanderbilt computer center and realize what a beautiful machine it is. You have these big huge units just sitting there in that room thinking all the time, silently, without moving a muscle and everything you type, every single response from that computer is subconscious, in that you're willing that computer to do something."

"What's even more interesting, though, is to see what sort of religious experience happens to people when the computer breaks down for them. For instance, occasionally I'm sitting there and someone is sitting in the next terminal and they start cursing in fluent Japanese and use all these explosives madly."

"And then people are downstairs feeding cards into the high-

speed line printers and the high-speed card readers and when the card reader spits them up and tears them up, then they go wild, frothing and stamping they go running to their instructor and plead and beg and paw at him. And the poor instructor tries to give them consolation for the fact that the computer has just digested not only their program, but their soul for the entire day."

Bill confesses: "If I can't get to the computer center or get to the computer terminal, I have a withdrawal reaction. I'm addicted to computer programming. I don't know exactly what's going to happen to me during the next semester, but I'll try to recover any type of sanity that I lose."

"I bet I'll have this sort of in-born reaction to sort of walk into the library, turn to the left, go over to the door and open it up and then realize that inside there's no teletype. So I just sort of blindly rave and froth on the floor a few times until I finally break all those little synapses that are telling me where to go."

"But until that time, I don't know what I'm going to do. Homework is so boring when you realize that upstairs is that nice, squat, little, fat machine that will

always type everything you type into it and will make funny remarks and go terribly slow.

The computer almost has a touch of Midas. Everything you put into the computer, whether it's a religious experience, or religion or science of anything, is suddenly changed into gold. The computer provides thrills, excitement, drama, love, beauty, sex, hate ...

The MBA Players

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Cagers Highlight Season With Upset Victories

Upset victories over Hume-Fogg, Hillsboro, McCallie, and Pearl have highlighted the season for the MBA cagers as they enter the second half of their schedule with a record of 12 wins and 10 losses.

With the first of the upset victories coming on opening night against Hume-Fogg 55-54 at MBA, senior guard Joe Thoni took charge with 34 points to lead the Big Red attack.

MBA won its second game also played at MBA, as the Big Red defeated Bellevue 72-56 with junior Mike Ralston's 17 point scoring performance.

Consecutive losses to Glencliff (67-61) and Cohn (67-63) evened the Big Red's record despite Joe Thoni's 24 points against Glencliff and 30 points against Cohn.

Hillsboro became MBA's second upset victim as the Big Red won 51-50 on a Joe Thoni jump shot with 10 seconds remaining. Thoni also led the scoring attack with 21 points.

MBA fell short on the road again with two consecutive defeats coming at the hands of Hillwood (59-52) and C.M.A. (73-71). Mike Ralston and Russ Heldman each scored 14 points against Hillwood, while Ralston tallied 17 and Thoni 16 against C.M.A.

Archrival B.G.A. handed MBA its third straight defeat on the

road in a wild and physical contest that ended 66-62. Joe Thoni again led the scoring with 18 points.

The Big Red bounced back during the Christmas holidays by defeating Peabody twice (88-54 and 74-62) and upsetting highly regarded McCallie in Chattanooga (63-54). Thoni (16), senior Jack Nuismer (15), and senior David Jacobs (14) led the attack against Peabody in the first game; and Nuismer scored 16 and Thoni added 14 in the second game. Thoni led the scoring against McCallie with 29 points.

Following an 84-65 defeat by Overton despite Jack Nuismer's 23 points, MBA upset Pearl 50-48 before a capacity crowd at home. Thoni led the scoring with 18 points and Jack Nuismer hit several clutch free throws in the final quarter to give the Big Red the upset with Mike Ralston's tip-in shot with only 5 seconds left to play.

After the upset over Pearl, MBA fell short in its hopes to also upset arch-rival Ryan, as the Big Red lost 61-33. Joe Thoni led the offense with 15 points.

Rebounding from the after effects of the big loss to Ryan, the Big Red defeated Bellevue for the second time this season by a score of 65-52. Ralston (17), Nuismer (16), and Thoni (15) all

led the scoring.

With hopes of avenging an earlier loss away, MBA hosted the BGA Wildcats for what proved to be another physical and emotional MBA-BGA contest. The Big Red lost 61-59 as Thoni tallied 22, and Heldman 16.

Hillsboro evened its season record with the Big Red with a 62-57 victory on its home court. Joe Thoni again led the offense with 16 points and three assists. Russ Heldman added 11, and Mike Ralston collected nine rebounds in the losing cause.

A scoring performance of 26 points balanced effective defensive play for Jack Nuismer, who led MBA in an important victory over district opponent Cohn. The Big Red won 75-71 with Nuismer's 26 and Heldman's 16.

Following the win over Cohn, the Big Red controlled CMA by a score of 62-45. Thoni led with 17 points, while Jimmy Deal added 13 points and four rebounds. Mike Ralston dominated the boards with 12 rebounds.

MBA evened its score with Hillwood for this season by defeating the Toppers 61-44. Four MBA players finished in double figures: Nuismer (14), Thoni (13), Heldman and Ralston (12); while Ralston also had 17 rebounds and David Jacobs contributed four offensive assists.

After three straight wins, MBA traveled to Overton only to leave with a 50-42 defeat. Despite an ankle injury sustained late in

the game, Joe Thoni led the scoring with Jack Nuismer, both with 11 points. Russ Heldman added 10.



Thoni rises to the occasion.



Goertz prepares for big boot.

Soccer Continues Winning Ways

Under the leadership of Coach Tommy Webb, the MBA soccer team has compiled a record of six wins, no losses, and two ties in a very competitive state soccer league thus far this season.

The Big Red opened the season with easy wins over CMA and Saint Andrews, followed by a disappointing tie with rival Father Ryan. However, MBA came back to defeat Ryan with a shut-out victory 3-0.

After being down at half-time 2-1 against Webb School, the Big Red managed to salvage a tie

and remain undefeated with defending state champion McCallie as its next opponent.

In Chattanooga, MBA upset McCallie by a score of 2-1. Mike Shea and Boyd Gibbs, each scoring one goal, led the offense. Following the Chattanooga trip, the Big Red defeated McGavock (5-0) and Sewanee Academy (2-1).

Having scored nine goals in eight matches, Mike Shea has led individual performers with much help coming from Gerry Goertz, Boyd Gibbs, Morgan

Crawford, and Steve Ellis. Playing effective defense for MBA have been Joe Davis, Dale Berry, and all-star Johnny Schaffner, who may be out for the remainder of the year with an injury.

Adding to the Big Red's defensive efforts are goalies Don Orr and Ben Armistead. Through the course of the season, both goalies have turned in shut-out performances.

With the state playoffs starting on February 28, the Big Red has an excellent chance to bring home the state championship.

Chess Team 2nd In South

As the reigning Mid-State and Tennessee High School State Champions, the MBA chess team recently returned from Atlanta with a second place finish in the Southern Regional Tournament held annually for high school chess teams throughout the South.

Participating first in the Mid-State tournament, the Big Red took first place for the fifth consecutive year. Team captain Bruce Stearns captured third place in the tournament as MBA's highest scorer.

With a score of 17 out of 20, the Big Red dominated the Tennessee State Tournament to capture the state championship despite competition from twelve other teams. Bruce Stearns again

led the team and finished second in the individual scoring. Ed Knish, Johnny Moore, and Mark Ishee compiled the rest of MBA's scoring.

After the state tournament, the chess team faced its toughest competition of the year in the Southern Regional Tournament held in Atlanta.

With a total of 15 teams from all over the South, MBA finished second behind Plant High School from Tampa, Florida. Captain Bruce Stearns again placed second in the individual scoring with 5 out of six points. Also placing for MBA were Ed Knish, Johnny Moore, and Steve Ellis. The other members of the team included Mark Ishee, Morris Lewis, George Hicks, and Roger Burris.

JV Basketball

Playing consistently throughout the season, the MBA Junior Varsity basketball team compiled a record of 12 wins and eight losses.

Upset wins include an early season victory over Glencliff, a 38-34 triumph over Father Ryan in Ryan's gym, and an impressive 69-65 decision against Hillsboro.

Coach Mike Drake's squad was led in scoring and rebounding by

Brad Hooker, whose average was in double figures in both categories. Sophomore Danny Newman was second on the team in scoring and rebounding also.

With an invitation to the Ryan J.V. Basketball Tournament, the first tournament ever held in the Nashville area for J.V. squads, the Big Red hopes to end its season as one of the best J.V. teams in the city.

Grapplers Exhibit Strong Potential

Success cannot always be accurately measured by a record of wins and losses—so Coach Danny Buck firmly believes. His wrestling team tallied a 4-6 record, but Coach Buck's enthusiasm and confidence in his young team remains unflinching.

After an opening romp of BGA 54-9, the wrestlers lost two straight matches to Glencliff and Clarksville, each by a margin of one point. Close individual defeats left MBA short against Ryan 42-15, but the Big Red bounced back with an upset defeat over McGavock 31-25.

In the Overton Invitational Tournament, MBA placed four individuals. Junior Freddy McLaughlin and Clay Whitson captured second place in the 112 lb. and 145 lb. weight classes respectively. Bill Scanlan at 155 lbs. placed third, and Jerry Patterson finished fourth at 105 lbs.

After successful Christmas practice sessions, the Big Red defeated Maplewood 38-17. MBA dropped its next three matches to Astorch, Hillwood, and Overton again by several close and controversial matches.

In the final dual-match of the season, the grapplers defeated Franklin 38-23. Winning by pins



Patterson scores pin for Big Red.

were Freddy McLaughlin and Barry Gaddes, while Mike Huddleston won by a decision. Pride Scanlan and Joe Wieck both added points for the Big Red with ties.

MBA's performance in district competition ended with a fourth place finish behind Ryan, McGavock, and Goodlettsville respectively. Freddy McLaughlin won the district in his weight class by a pin in the finals, and Bill Scanlan, Jerry Patterson, Mike Huddleston, and Clay Whitson all finished second in their weight classes. Both Jerry Jordan and Oman Weiland placed fourth.

With even qualifiers for the regional tournament, MBA finished twelfth in its region of 31 teams

from the mid-state area. Mike Huddleston secured a spot in the sub-state tournament with a second place finish in his weight class. Freddy McLaughlin, Jerry Jordan, Bill Scanlan, and Clay Whitson all managed to make the consolation semi-finals before elimination.

Senior co-captains Bill Scanlan and Barry Gaddes are the only seniors on the team, as the Big Red will return five experienced juniors, two freshmen, and four sophomores for next year's squad. Coach Buck definitely feels that the Big Red will be a strong contender and important factor in the state tournaments next year and hopes that he can recruit much more interest in the wrestling program at MBA.